

## **ON BEING A MONITOR**

*by Teena Anderson, TMI Monitor*

[Editor's note: Teena has been an Explorer at TMI since 1986. Explorers are the subjects in laboratory experiments that use Hemi-Sync to assist the Explorer in achieving altered states of consciousness. These sessions often provide valuable information in developing Institute programs. Each session is recorded and several of them are part of the Explorer Tape Series. Teena also has assisted the monitoring of Explorer sessions since 1987, and is now a certified monitor for the EXPLORER and PERSONAL RESOURCE EXPLORATION PROGRAMS.]

The term "monitor" always reminds me of grade school. Teachers rewarded good students by assigning to them the task of milk monitor. The milk monitor took the following week's orders for milk on Friday, collected the money (2 cents per carton), and at lunchtime deposited the appropriate number of cartons on each student's desk. It was a coveted position—a lot of responsibility and a great privilege. I loved being appointed milk monitor on the few occasions that I qualified as being "good." I enjoyed delivering that precious refreshment. There was a lot of satisfaction in providing this service to my classmates, not to mention the satisfaction of learning about money and how numbers work.

Now, many years later, I am a monitor in the lab at TMI. There are many similarities with being a milk monitor. I had to be proficient in a number of areas to be qualified. It's a coveted position, a lot of responsibility, and a great privilege. I enjoy every moment, never knowing what will happen next. I derive satisfaction in providing this service to fellow voyagers, not to mention the satisfaction of learning about how "beingness" works. I also sense that in the greater scheme of things, I am in grade school.

To qualify as a monitor at TMI, I had to train and be proficient in three areas. The first area includes experience as an Explorer in the laboratory isolation booth. I learned that the environment of expanded consciousness has different rules. For instance, in waking consciousness I do things. However, doing is inappropriate in consciousness exploring. What works for this is allowing and expressing willingness. Also, in the daily routine of life I know my environment by using my five senses which, again, doesn't work well when my focus is not with the physical body. I learned that I have an automatic conceptualization tool that tries to make sense of perception by invoking the past—whatever I've seen, heard, touched, tasted, or smelled. I learned how to turn off that conceptualization tool in order to learn about new ways to perceive. One of those new ways to perceive is to resonate or vibrate at the same rate as what is being presented. This allows communication to take place.

The second area of proficiency of a monitor is to be able to join with another person who has come to the lab to explore his or her total self. This requires an understanding of one's experience with the Focus levels as well as of the intent, expectations, and questions the person brings to the session. This information and knowledge is used to help guide the person toward those areas of interest. The monitor is the touchstone back to time and space, and at the same time, must be able to "be there" with the person.

Finally, there is the technical aspect. The monitor uses a mixer board to "paint the palette" of frequencies that the person in the isolation booth hears through the earphones. So, there must be an understanding of the frequencies used along with an understanding of all those knobs and levers on the board. Another technical aspect is the computer that presents second- by- second data on skin potential voltage, galvanic skin resistance, and skin temperature. Watching those three lines dance across the computer screen provides the monitor with information about the person's electrical activity. Recognizing the patterns of the electrical wave activity provides helpful information for the monitor to assist the voyager.

The differences between being a milk monitor and being a lab monitor are due to the complexities of developmental skills. Both states of being involve exploration within the process of learning and growing. This requires openness, adaptability, and vulnerability. To me, any doubt, struggle, or judgment of any portion of the process is the denial of being. And after all, I am a human being, not a human doing.

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